

Individual Risk Assessment

How to use this risk assessment form:

- a) Identify potential **hazards** (e.g. self-harm, flight risk, physical violence, damage to property).
- b) Identify **who may be affected** by the hazard (e.g. child, staff, other children, other adults)
- c) Determine the **severity** of the outcome
 - 1. Inconvenient/problematic
 - 2. Distress
 - 3. Minor injury/damage
 - 4. Major injury/damage
 - 5. Incapacity or death/total (property) loss
- d) Determine the **likelihood** of the outcome
 - 1. Very unlikely to happen
 - 2. Unlikely
 - 3. Possible
 - 4. Probable
 - 5. Certain to happen
- e) Calculate the **level of risk** (severity x likelihood)
 - 1. Low: 1-5
 - 2. Low Medium: 6-10
 - 3. High Medium: 11-15
 - 4. High: 16-20
 - 5. Very high: 21-25
- f) Identify what **control measures** are to be taken to reduce the risk and likelihood of harm

This risk assessment is a dynamic document and should be updated when new or additional information becomes available. It should be read in conjunction with the Positive Behaviour Management Plan.

Risk Assessment for	Date of birth		Year Group
Pupil A	Date devised		Review date
	Devised by		Reviewed by

Individual Risk Assessment

Date	Hazard Identified	Who is affected?	Severity	Likelihood	Risk Level	Measures to control risk
1/9/19	Punches other children in conflict situations	Other children	4	5	Low Low Medium High Medium High Very high	<ul style="list-style-type: none"> School has increased the number of adults on duty. If Pupil A has had a difficult session before break/lunch, he is specifically supervised unobtrusively. We set up a sports club so lunchtimes are structured. Pupil A has a designated space in the playground where he can go at playtime and lunchtime with 2 designated friends. A smaller year 6 class has been set up to increase student-adult ratio.
Additional Observations:						
1/9/19	Pulls down display when in heightened state	Himself Others	3	5	Low Low Medium High Medium High Very high	<ul style="list-style-type: none"> GS to use a range of de-escalation strategies. Staff to maintain calm manner and low tone when encouraging him to regulate his behaviour. Pupil A to be redirected to the Rainbow Room to take advantage of calming activities.
Additional Observations:						
1/9/19	Breaks equipment and throws it around	Himself Others	4	5	Low Low Medium High Medium High Very high	<ul style="list-style-type: none"> Other students to be moved from the immediate vicinity if Pupil A is heightened. Staff to maintain a safe distance. Equipment like scissors will not be kept on the desk in front of him. Staff to maintain a calm manner and low tone when encouraging him to regulate his behaviour. Pupil A to be redirected to the Rainbow Room to take advantage of calming activities.
Additional Observations:						
Staff need to be mindful that he may use equipment as a weapon so should ensure they remain at a safe distance. See below. (24/9/19)						

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1/9/19	Flips tables and chairs	Other children	4	4	Low Low Medium High Medium High Very high	<ul style="list-style-type: none"> Other children need to be moved from the vicinity/room. Safe to maintain a safe distance and use de-escalation strategies to encourage him to stop.
Additional Observations:						
1/9/19	He develops fixations on other children that will escalate to violence.	Other children Himself	5	4	Low Low Medium High Medium High Very high	<ul style="list-style-type: none"> His interactions with other students are closely monitored, particularly at unstructured times. Pupil A has a designated space in the playground where he can go at playtime and lunchtime with 2 designated friends. The classroom seating plan takes into account Pupil A's relationships with other students. If Pupil A becomes fixated, the other student(s) is to be removed from the situation and accommodated safely elsewhere in the building. GS will work with Pupil A to unpick the problem and identify an alternative solution to violence.
Additional Observations:						
1/9/19	He climbs the fences and basketball hoops	Himself	4	5	Low Low Medium High Medium High Very high	<p>Supervision at break times and lunch times. Class teacher and SLT have walkie-talkies to call for immediate support. Staff will encourage him to come down and will maintain supervision. Staff should maintain a calm manner and low tone to speak to Pupil A.</p> <ul style="list-style-type: none">
Additional Observations:						
24/9/19	He has used scissors to threaten staff.	Himself Staff	5	3	Low Low Medium	<ul style="list-style-type: none"> Staff should maintain a safe distance.

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Date	Hazard Identified	Who is affected?	Severity	Likelihood	Risk Level	Measures to control risk
		Other children			High Medium High Very high	<ul style="list-style-type: none"> • They should approach Pupil A in a calm manner, using a low tone to ask him to put the scissors down. • Pupil A should be encouraged to move to the Rainbow Room.
<p>Additional Observations: 23/9/19 While in a heightened state, he was opening and closing them to signal staff should stay away.</p>						
24/9/19	He will forcibly try to enter rooms even when the door is locked.	Himself	4	5	Low Low Medium High Medium High Very high	Supervision at break times and lunch times. Class teacher and SLT have walkie-talkies to call for immediate support. Staff will encourage him to come down and will stay to supervise.
<p>Additional Observations: 20/9/19 There was damage to the frames and glass in doors.</p>						